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ABSTRACT

A study determined what beginning journalists and news reporting students have learned is acceptable to quote, verbatim, in a news story, and where they learned about these guidelines. Results of a questionnaire given to journalism students indicated that most would change direct quotes by adjusting blasphemies, correcting faulty grammar, cleaning up foul language, straightening colloquialisms, and arranging sentences and phrases. A large majority indicated they would not fabricate direct quotes. Students did have formal instruction on how to punctuate quotes, but the majority did not have formal instruction on the content of quotes. Most of the journalism textbooks examined did not give specific instruction on ways to quote a source. Policy statements from 15 newspapers and television stations were also examined; only 2 mentioned anything about quotes. The study concluded that journalists have not had instruction about standard quoting procedures from formal journalism courses, textbooks, or news policies. Journalism courses should teach the values of quoting an individual correctly, textbooks should give a realistic interview and present various examples of well-written quotes and explain why the quotes were chosen and how they were written, and newsrooms should discuss quotation content and share acceptable guidelines. (Tables of data are included within the text.) (SRT)

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NEWS STORY QUOTES: VERBATIM?

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NEWS QUOTES: VERBATIM?

Introduction

> I'll change a man's quotes when I write the story. How much I change them depends on the circumstances.
>
> If it moves the story, I'll rejigger the order of his statements. I often condense a number of quotes just to get the nut of the man's message.
>
> The only thing about a man's quotes that is really sacred is his point of view. If you conserve that, almost any other change is perfectly proper. (anonymous reporter quoted in Rivers, et al., 1980:153)

The reporter's "almost any other change is perfectly proper" is a phrase sure to produce lively conversation, because dealing with direct quotations properly is a vital part of journalistic credibility.

We often hear of complaints from news sources that they have been misrepresented by journalists who incorrectly quoted their words during an event or interview.

Quotation marks are supposed to signify to a reader that "what's inside here are the exact words of whoever is being quoted. Verbatim." (Goodwin, 1983:171) Yet, we find quoted material rewritten to delete a politician's obscene language, revised to correct a sportsplayer's bad grammar, trimmed to eliminate excessive wordiness from a narrative, or rearranged to give more meaning to an interview and feeling to the theme of a story.

Non-journalists in Athens, Ohio, (in the beginning stages of this study) said they thought that words appearing within quotation marks were the same words spoken by the person being quoted.

However, the definition of a quote varies among journalists. One reporter from Columbus, Ohio, explained that a quote was "an accurate restatement of what an individual has said." And a journalist from Athens, Ohio, described a quote as: "Ideally, a translation of someone's general meaning, repeating the original words as much as possible -- but, in practice, it's not going to work that way."

Good reporters disagree on, for example, quoting grammatical errors. Columnist James Kilpatrick said, "Sure." He would change faulty grammar and "It's elementary courtesy, and everyone does it." Jack Newfield, senior editor of The Village Voice, said "No," he wouldn't correct anything and that a person's colorfulness comes from a lack of grammar. Sally Quinn, Washington Post reporter, said there are times when she would correct bad grammar, but, "If the person used bad grammar as a matter of course, I would never fix a quote." And, the AP Stylebook reads "Quotations normally would be corrected . . ." (in Missouri Group, 1980:114).

What does it mean to "normally" correct a quote? When are the times that Sally Quinn would correct bad grammar? Is correcting acceptable in some instances, but not in others?

If professional journalists differ on correcting faulty grammar, then possibly they would disagree on quoting other phrases such as colloquialisms, cursing and blasphemies.

In an article for Rolling Stone magazine, David Felton (1984) wrote that "the media went all ape-waste over one word among thousands Jimmy Carter had used in his Playboy interview."

Some editors considered the word, "screws," repeatable, but others, such as A.M. Rosenthal of the New York Times, found it unprintable, so he substituted "used a vulgarism for sexual relations." Which of course, wrote Felton, left too much to the reader's lusty imagination, so Rosenthal amended the phrase the next day to read, "used a common but mild vulgarism for sexual intercourse."

Somewhere along the process from learning English grammar and composition in high school to becoming a professional journalist, did the strict rule concerning quotation usage become a qualified (or softened) rule for news reporting?

The objective of this study is to report preliminary research findings for another, more extensive, study about reporters and their quoting practices.

The purpose of this preliminary research is to find out what beginning journalists and news reporting students have learned is acceptable to quote, verbatim, in a news story, and where they learned about these guidelines. Another purpose is to find out if news organizations have written policies guiding their reporters about quoting procedures, and if so, what do these guidelines say?

Background

There is a growing interest in ethics and its importance within journalism. "It is vital for the public to be able to believe what we print and trust in us," said Richard L. Conner, president of the Wilkes-Barre (Pa.) Times-Leader. "Whenever that trust is damaged, we have disappointed those whose respect we

work so hard to maintain" (in PNPA, 1984).

H. Eugene Goodwin (1983:171) noted that journalists "clean up" quotations that are ungrammatical or that contain obscene or offensive language. There is another convention, not as often used, of tampering with quotes to make them more exciting and interesting, or making up quotes. In addition, journalists who feel compelled to moralize often slip their judgments into their news stories through the mouths of sources. Whenever there is incorrect quoting, there is a possibility that a source has not been portrayed correctly or that the reporter has tampered with the meaning of what was said. These betrayals of truth that get into print, said Goodwin, are dishonest and can cause a loss of trust in truthful reporting.

Journalists need believability to perform the service of news gathering and news presentation for the public. Qualities, such as believability, are not obtainable unless the journalist works under accepted standards, ethics, techniques, principles and responsibilities, has reverence for facts, respect for language, acquires skills and develops uncompromising integrity (Lovell et al., 1982:v).

Faulty journalism can produce ethical problems such as, at what point does a quote cease to become a quote and become a reporter's version of what a source said? The difficulty of getting everything down and presenting it to readers exactly as stated by a source is a longstanding journalistic problem (p.27).

However, a perusal through several journalism ethics publications shows that "quote," "quotation" and "attribution" often do not merit inclusion as index entries.[1] Nor is the topic

of quotes contained within the texts except sometimes as a line or two about obscenities. In addition, Journalism Quarterly and Journalism Educator have not had articles about quotes for the past 10 or more years.

Judging from this observation, one would think that tampering with direct quotes is not a problem. However, the use of quotations is an important part of misrepresentation, news judgment, social responsibility, the public's right to know, and accuracy and fairness.

Do reporters change quotations to protect the public's eyes and ears or to keep a source from looking like an illiterate? Are quotations modified as a writing technique to enhance the literary or informational quality of a story or a result of poor note-taking?

Possibly the most consistent and troublesome question about the handling of quotations has to do with the degree to which the journalist honestly reflects the spirit of what the source had to say. This effect is enormously increased by the multiplier-factor of the mass media (Hulteng, 1985:70).

It is unsettling that in a 1980 national study of daily and weekly newspaper editors, researchers found that journalism graduates lacked basic grammar, spelling and writing skills (Mills et al., 1980:15). In addition, a 1979 national survey of magazine editors described journalism graduates as "poorly prepared" and "frequently unhireable," citing similar reasons as newspaper editors (Haroldsen and Harvey, 1979:3). Knowing how to handle quotations properly is a basic news writing skill in which

journalists should be trained.

Why do good reporters disagree on the handling of quotes? If it's a matter of personal judgment, then formal education usually provides basic rules to guide decision-making. Most people are instructed on quotes in English classes. Yet, handling quotes properly is a big part of journalism and most students are taught how to report and write through structured journalism courses and standardized textbooks.

In addition, news organizations should stipulate their quote guidelines to alleviate any upcoming problems ranging from the inclusion or deletion of obscenities to trimming what a long-winded source had to say. These guidelines might not be the right solution to every situation, but case-by-case decisions should be based on general principles.

"The ethics of a profession come out of a shared understanding of its methods and objectives and the moral norms necessary for it to fulfill its functions," said Fred Korn (1984: 36). "In the case of journalism, however, there is not such a shared understanding of what journalism is and should be."

An overview of journalism students' work, news reporting and writing textbooks and news policy guidelines led the author to believe that a lot of assuming has been going on. That is, people in news organizations assume that reporters are taught about quote content somewhere (perhaps in journalism classes), and news reporting and writing textbook authors and journalism instructors assume students already are knowledgeable about quote content (learned, perhaps, in English courses). Instructors also might be assuming that news organizations will have different

quoting policies which the student will learn when reporting for work.

Methodology

The goals of this study were to find out journalism students' knowledge about quoting, verbatim, in a news story, where they learned about these guidelines, and what news organizations write about quoting practices.

Therefore, the subject matter of this study included three areas: journalism students, news reporting and writing textbooks and professional news organizations.

This research is part of a preliminary study for a larger investigation about journalists' quoting practices. Subjects for this preliminary research were from Ohio University, textbook recommendations were from Ohio University professors and the newspaper policies were readily available.

Journalism Students

Journalism students were given a two-page questionnaire to find out what they felt is generally acceptable to quote within a news story, no matter if the source is the president, mayor, local townsperson or rural farmer.

The purpose of the survey was to find out students' knowledge about quotations and where they had learned quote guidelines. The survey included questions about quotations with faulty grammar, colloquialisms, cursing and blasphemies. Students also were asked about trimming what a long-winded source had said, matching question-and-answer elements together in a

sequence different from the one in which they originally had been delivered, and writing key sentences together while editing out intermittent sentences. Questions about fabricating quotes also were contained in the survey. In addition, students were asked about their background and formal education, with respect to quotes, to find out what they learned in which courses.

Journalism Textbooks

If students cannot recall exactly what they have learned, textbooks often are used for reference. Also, instructors use textbooks as a guide for course construction. Independent learners often study coursebooks to gain knowledge about a subject.

Thus, 10 print journalism textbooks, used widely at journalism schools, were recommended by Ohio University journalism professors to the author. To keep with contemporary instruction, each textbook copyright date was no more than five years old.[2] Broadcast journalism texts were not used because a preliminary study by the author showed that these texts did not include information about quotation content nor quote punctuation, but stressed how to "say" a quote.

The textbooks were coded for a mention--even one word--of quotes and faulty grammar, colloquialisms, foul language and blasphemies. Information about trimming phrases, arranging sentence order and quote fabrication also was coded. These topics were the same as those included in the student surveys. Different parts of the textbooks, such as interviews, speeches, note-taking, quotations and attribution were searched for

information on these topics.

Texts were coded with a "yes" in each topic category if there was a mention of the subject and "no" if there was no mention. Also, textbooks were coded as to how many lines or pages were devoted to quote punctuation and mechanics and to content of quotes. Five or fewer words were not counted as a line.

News Organization Policies

In 1980, Associate Editor Wayne Thompson was suspended for several weeks from his job with the Portland Oregonian because he had reconstructed incorrect quotes from an interview with Gov. Dixy Lee Ray. In a survey shortly before Thompson's suspension, L. Dupre Long found reporters who admitted making up and doctoring quotes. The survey also showed that many newspapers had no formal policies -- policies that could forestall what happened to Thompson (Lovell et al., 1982: 27).

Therefore, the third step of this study was to find out if news organizations stated within their policy guidelines the importance of handling quotations properly, and if so, what about quotations exactly is included? The same nine topics were looked for here as in the student surveys and journalism textbooks.

Policies and codes analyzed included the nine codes published in Swain's Reporters' Ethics (1978: 111-134) and all complete policies (six) which were sent in response to a request by an Ohio University national study completed earlier this year. Coding was similar to that of the journalism textbooks.

Questionnaire Results

Journalism survey results were tabulated from 79 students enrolled in News Reporting at Ohio University. Respondents were made up of 8 percent freshmen, 44 percent sophomores, 32 percent juniors, 14 percent seniors and 4 percent graduate students. Forty-four percent of these students indicated they were from a city, 28 percent from a suburb and 28 percent from a rural area.

There were three surveys on which respondents did not answer a few of the questions. Percentages are rounded to two significant figures, based on total responses to each question.

Results from the student survey may be grouped into four main categories: adjusting direct quotations, arranging sentences and phrases, fabricating direct quotes (See Table 1) and education about quotations (See Table 2). These categories may be subdivided further.

Adjusting Direct Quotations

Blasphemies: There almost were as many yes's as no's about handling blasphemies in quotations. Forty-seven percent of the respondents said they would adjust blasphemies, and 53 percent said they would not.

Of those respondents who indicated they would adjust blasphemies, 39 percent said they would omit the language as if it were not said (ex: write "car" and not "damn car"), 29 percent said they would write the first letter of the unacceptable word followed by the appropriate number of blanks (ex: "d---"), 24 percent said they would replace the word with one more suitable (ex: "sexual intercourse" and not "screw") and 6 percent said

TABLE 1

Results of Journalism Students Survey

When quoting someone (the president, mayor, local townsperson or rural farmer), is it acceptable to:

	Yes	No
Adjusting Direct Quotes:		
adjust blasphemies?	47%	53%
correct faulty grammar?	60%	40%
clean up foul language?	72%	29%
straighten colloquialisms?	81%	19%
Arranging Sentences and Phrases:		
sequence key sentences together and edit out intermittent phrases?	89%	11%
put several phrases together into one sentence to capsulize what a long-winded source had said?	69%	31%
match the answer of one question with a different question?	21%	79%
Fabricating Direct Quotes:		
write what your source really meant to say, but didn't?	27%	73%
write what you know your source would have said, but wasn't asked?	4%	96%

* These percentages are rounded to two significant figures, based on total responses to each question.

TABLE 2

Results of Journalism Student Survey

1. Did you have any formal instruction on how to punctuate quotes? (e.g., what type of punctuation goes inside the quote marks and what goes outside?)

yes 100% no 0

If yes, where did you learn how to punctuate quotes? (Circle as many responses as appropriate.)

	percent
junior high English class	21
high school English class	35
college English class	16
college journalism class	21
journalism professional experience	2
don't remember	1
other	4

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2. Did you have any formal instruction on the content of quotes? (That is, how to take the words that an individual has said, in an interview or conversation, and write them in a professional, quotable form.)

yes 18% no 82%

If yes, where did you learn about the content of quotes? (Circle as many responses as appropriate.)

	percent
junior high English class	11
high school English class	39
college English class	6
college journalism class	22
journalism professional experience	11
don't remember	0
other	11

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3. Would you feel confident to recite rules about quote usage to your instructor right now, if asked?

yes 18 no 82

they would write "bleep" in place of the unacceptable word.

Foul language: Twenty-nine percent of the respondents said they would not clean up foul language, such as cursing, within a direct quote, and 72 percent said they would clean up their source's language.

The methods that students would use to clean up foul language ranked in the same order as those used in handling blasphemies. Thirty-nine noted they would omit the language as if it were not said, 34 percent said they would write the letter of the word followed by the appropriate number of blanks, 22 percent indicated they would replace the word with one more suitable and 5 percent said they would write "bleep" in place of the word.

Faulty grammar: A wide disparity, similar to that of handling blasphemies, was noted for how to deal with correcting a source's bad grammar. When quoting someone, 40 percent of the respondents showed that it was not acceptable to correct a source's faulty grammar ("ain't," "we wasn't"), and 60 percent said that this was acceptable.

Colloquialisms: This question did not produce as many differing answers as the previous three topics. Nineteen percent of the students said they would not straighten colloquialisms (Southern drawls, Eastern accents) when quoting someone, and 81 percent said they would.

Arranging Sentences and Phrases

Editing key sentences together: Students were asked if they felt it was acceptable to sequence key sentences together and

edit out nonrelevant, intermittent phrases and sentences within a quotation. Eighty-nine percent said they would if it helped with the theme of the story, and 11 percent said they would not.

Putting different phrases into one sentence: Students seemed less willing to rearrange phrases within a sentence than rearrange sentences within a quote. Sixty-nine percent said they would put several different phrases together within one sentence to capsulize what a long-winded source had said, and 31 percent indicated they would not, even if the rearrangement did not change the broad meaning of the story.

Mix-matching questions and answers: Journalism students seemed fairly sure of themselves on this subject. They were asked if they felt it was acceptable, when quoting someone from an interview, to match the answer of one question with a different question. Twenty-one percent of the respondents noted that they would do this, if it did not change the general meaning of the story, and 79 percent said they would not.

Fabricating Direct Quotes

What source meant to say, but didn't: Twenty-seven percent of the respondents said that when directly quoting someone, it was acceptable to write what the source really meant to say, or was trying to say, even if he or she did not say it in the same words. Seventy-three percent indicated that this was not an acceptable practice.

What source would have said, if asked: Responses showed that students might "help" a source say something by fabricating a quote, as noted in the previous subsection, but most would not

blatantly make up a direct quote. Ninety-six percent of the respondents noted that they would not write what a source (who might be a good friend) would have said in answer to a question that was not asked. Four percent of the students, however, said they would fabricate an answer.

Education About Quotes

Quote mechanics: All 79 respondents agreed that they had formal instruction on how to punctuate quotes (e.g., what goes inside the quote marks and what goes outside).

Students then were asked where they had learned how to punctuate quotes. More than one response was possible. Seventy-two percent of the total responses indicated that students learned about quote mechanics from English classes (21 percent junior high, 35 percent high school and 16 percent college English classes). Other places were: 21 percent in college journalism courses, 2 percent journalism professional experience, 4 percent "other" responses, such as "Mother is an English teacher" or "high school journalism course," and 1 percent did not remember where they learned quote mechanics.

Quote content: Responses showed that students do not have as much formal education about the content of quotes, as they do about quote mechanics. Eighty-two percent of the students answered that they did not have formal instruction on the content of quotes; that is, how to take the words that an individual has said, in a public address, interview or conversation, and write them in a professional, quotable form. Of the 18 percent who said their formal education had included the content of quotes,

56 percent obtained this instruction in English classes (11 percent junior high, 39 percent high school and 6 percent college English classes), 22 percent in college journalism courses, 11 percent in journalism experience and 11 percent learned in "other" ways.

Perhaps the most significant finding of the survey was that 82 percent of the students said they did not feel confident to recite guidelines about quoting to their journalism instructor.

Textbook Results

Textbook findings are grouped and listed in similar order to questionnaire findings (see Table 3), followed by a discussion of instruction content.

Blasphemies: One of 10 news journalism textbooks mentioned blasphemies in quotations. The one summed its "instruction" on this topic and several others within two sentences: "Many reporters cleanse the language of free-speaking sources before putting the quotes into stories. They also correct grammatical errors and ignore absurd and meaningless statements that are not central to the story."

Foul language: Four of the 10 textbooks noted something about the use of obscenities. However, similar to the text mentioned in the blasphemy subsection, guidance on how to deal with a source's foul language was not very helpful.

Faulty grammar: The four texts that mentioned foul language or obscenities were the same ones that included something about faulty grammar. These phrases often were noted within the same sentence.

Table 3

Journalism Textbooks And Quote Discussion

Journalism Textbooks:	Mention of:								
	faulty grammar	colloquialisms	cursing	blasphemies	different phrases into one sentence	question-and-answer sequence	key sentence sequence	trying to say, but didn't	would've said, if asked
News Reporting And Writing	yes	yes	yes	—	—	—	—	yes	yes
Language Skills For Journalists		—	—	—	—	—	—	—	—
News Reporting And Writing	yes	—	yes	yes	yes	—	—	—	—
The Professional Journalist	—	—	—	—	—	—	—	—	—
The Complete Reporter	—	—	—	—	—	—	—	—	—
The Newspaper	—	—	—	—	—	—	—	—	—
Contemporary News Reporting	yes	—	yes	—	—	—	—	yes	yes
Newswriting	—	—	—	—	—	—	—	—	—
Newswriting Exercises	yes	—	yes	—	yes	—	—	—	—
Fundamentals of News Reporting	—	—	—	—	—	—	—	—	—

Colloquialisms: One textbook remarked about colloquialisms. Its advice was: "if you quote dialect . . . be careful about inconsistencies."

Editing key sentences together: None of the 10 textbooks included anything about editing out information to put key sentences together in a quote. Survey results showed that many beginning journalists and students practice this technique. Yet, no one seems to know where they learned it was, as they said, an acceptable practice.

Putting different phrases into one sentence: Two texts discussed trimming a direct quote. One textbook that qualified its guidelines about deleting obscene words and correcting poor grammar ("unless it is essential to the story"), did not qualify eliminating excessive wordiness. It showed a 56-word direct quote trimmed to 32 words.

Mix-matching questions and answers: None of the books discussed mismatching questions and answers. Indirectly, however, one text did exercise this technique in one of its examples of how to write a news story. The author presented an exchange of eight questions and responses between a lawyer and a witness on the stand during a trial. In the news story, the author directly quoted the witness by putting together different phrases from the first response with different phrases from the last response. The witness' answers were out of order from the corresponding questions, inbetween sentences were deleted, and phrases within the edited sentences were omitted.

What source meant to say, but didn't: The fabrication of quotes was mentioned in two textbooks. Both used general

statements such as, "Making up quotes is dishonest, inaccurate and inexcusable." Particular reasons nor (legal) situations were discussed.

What source would have said, if asked: The same two textbooks coded for the previous subsection also were coded for this one, because both texts mentioned fabrication generally.

Most of these texts seemed to not give specific instruction on ways to quote what someone had said; however, it is possible that a student could learn indirectly by looking at the examples meant for something else.

Two of these texts did not list "quotation" in their indexes. In addition, texts either instructed about quote punctuation or quote content, but not both. Three books that illustrated quote mechanics did so within about half a page or less. Quote content instruction within four books ranged from about one to six pages on note-taking, correcting quotes and attribution. Some pages were examples of various ways that news organizations wrote quotes, but the authors offered no preferred rules or guidelines to beginning journalists.

Two texts said nothing about quote content or punctuation, but talked about how to attribute, where to place a quote in a paragraph, why use quotes and how to recognize a good quote. One text, however, devoted a chapter to the comprehensive instruction of quotes.

Policy Results

Two of 15 news policies mentioned anything about quotes (see Table 4), but some of these guidelines might have since been revised. Under "Taste" in the Washington Post's Standards and Ethics was:

> We shall avoid profanities and obscenities unless their use is so essential to a story of significance that its meaning is lost without them. In no case shall obscenities be used without the approval of the executive editor or the managing editor or his (or her) deputy.

Similarly, the Grand Forks Herald discussed acceptable quoting under "Taste and News Judgment":

> We won't publish potentially offensive language merely for its shock value. We will publish profanities and obscenities, almost always in direct quotation, when their use is essential to the point, tone or mood of a significant story.

and under "Fairness" was written:

> Quotations must be accurate and used in context. Fabricating direct quotations or "facts" to spice up a story is a dissmissable offense.

No other policies mentioned quotes nor was there reference to any other types of quoting situations such as colloquialisms or faulty grammar or fabricating quotes.

Conclusions

Journalism students and professionals do not agree among themselves about what, if anything, is acceptable to change within a quotation. Most would say that the practice of exact wording (learned in English courses) does not always apply to journalism. However, students in journalism courses are not sure of what to do in different reporting situations.

Judging from the results of the student questionnaires,

TABLE 4

News Policies and Quote Discussion

Code	Mention Quotations?
WASHINGTON POST Standards and Ethics (11/77)	yes
GRAND FORKS HERALD	yes
American Society Of Newspaper Editors Statement of Principles (10/75)	no
Associated Press Managing Editors Associated Code of Ethics (4/75)	no
Society Of Professional Journalists - Sigma Delta Chi, Code of Ethics (1973)	no
CHICAGO SUN TIMES and DAILY NEWS Code of Professional Standards (10/74)	no
DES MOINES REGISTER and TRIBUNE Code of Ethics (6/75)	no
LOUISVILLE COURIER-JOURNAL and TIMES (6/77)	no
MILWAUKEE JOURNAL Rules and Guidelines (10/73)	no
Scripps-Howard Newspapers Principles and Practices for all Personnel (9/76)	no
Metromedia, Inc. Policies (5/81)	no
Gannett Ethics Policy (4/84)	no
THE FLORIDA TIMES-UNION and JACKSONVILLE JOURNAL Ethics Code (10/81)	no
KOIN-TV News Dept. General Policies and Specific Procedures (Lee Enterprises - General Policies)	no
WNEV-TV	no

textbook content and news organization policies, references to the importance of correct quoting has been overlooked; that is, what to quote in which situations and why.

Deni Elliot (1984) wrote that:

> Journalism schools teach future reporters and editors the principles of professional attitudes and behavior along with technical skills in individual situations. Knowledge of appropriate behaviors and the desire to practice appropriate behaviors are the base of professional character and thus are an essential part of professional education. Since the skills themselves are meaningless without the teaching of professional values, students learn professional morality throughout the curriculum." (p.31)

If beginning journalists in formal news reporting and writing courses have varying opinions about acceptable reporting procedures, then small wonder that professional reporters also have varying quoting practices.

This preliminary study indicates that journalists have not had instruction about standard quoting procedures from 1) formal journalism courses nor 2) textbooks, for, perhaps, self-learning nor 3) news policies.

This study, however, needs to be replicated and expanded before generalizations are made about journalists' knowledge about quoting practices.

This study needs to be broadened to include other journalism schools, more students in a wider variety of journalism courses, different news reporting and editing texts, and additional news policies. Also, more interviewing should be done with journalism and non-journalism majors and reporters and editors about the functions of direct quotes and alternate practices such as indirect quotes, paraphrasing and

partial quotes.

Perhaps a problem about reporters' quoting practices has surfaced. In that case, there are several ways to start remedying the situation.

Journalism courses should teach the values of quoting an individual correctly. Methods of handling quotes properly should be shared among news organizations and conveyed in journalism textbooks. In addition, perhaps, the public ought to be educated as to what are a reporter's acceptable quoting practices.

Textbooks should give a realistic interview or monologue and then present various examples of well-written quotes and explain why these quotes were chosen and how they were written for publication. Also, references about whether or not a quote should be adjusted "if essential to the story" should be explained. In addition, texts should describe the advantages of indirect quoting and paraphrasing when a reporter does not get the quote as it was given.

Maybe there ought to be (more) discussions about quotation content within and among newsrooms to share acceptable guidelines. Similar to Duncan's study on plagarism (1984:124), guidelines to quoting individuals properly might not be discussed because news organizations "just assume that our writers know better" or they "don't hire inexperienced journalists so it is not a problem."

Problems about inaccurate quoting do occur. Ideally, now is the time to quit assuming and to start finding out what are acceptable quoting practices, and to teach these shared values to beginning reporters and to include them in new policies.

Furthermore, it is possible that standard, acceptable quoting procedures would help reinforce the public's trust in news organizations and reporters, and also help journalists to feel more assured about their reporting and writing techniques.

NOTES

1. Ethics books looked at include: John L. Hulteng, The News Media: What Makes Them Tick? (New Jersey: Prentice Hall, 1977); Hulteng, Playing It Straight (Chester, Conn: The Globe Pequot Press, 1981); John C. Merrill Existential Journalism (NY: Hastings House, 1977); and Robert Schmuhl (ed.) The Responsibilities of Journalism (Notre Dame: Univ of Notre Dame Press, 1984). Those books including something about quotations in conjunction with obscenties include: Clifford G. Christians et al., Media Ethics (NY: Longman, 1983); Bruce M. Swain, Reporters' Ethics (Ames, Iowa: The Iowa State Univ Press, 1978); and Lee Thayer (ed.) Ethics, Morality and the Media (NY: Hastings House, 1980). The two books that DID give a lot of information about ethics and handling quotations properly were: Goodwin, Groping for Ethics in Journalism, and John L. Hulteng, The Messenger's Motives: Ethical Problems of News Media (Englewood Cliffs, New Jersey: Prentice-Hall, 1985).

2. Journalism textbooks included: The Missouri Group: Brian S. Brooks, et al., News Reporting and Writing (NY: St. Martin's Press, 1980); R. Thomas Berner, Language Skills for Journalists, 2nd ed. (Boston: Houghton Mifflin, 1984); Melvin Mencher, News Reporting and Writing, 2nd ed. (Dubuque, Iowa: William C. Brown, 1981); Ralph Izard et al., Fundamentals of News Reporting, 4th ed. (Dubuque, Iowa: Kendall/Hunt, 1983); John Honenberg, The Professional Journalist, 5th ed. (NY: Rinehart and Winston, 1983); Ken Metzler, Newswriting Exercises (Englewood Cliffs, NJ: Prentice-Hall, 1981); Julian Harris et al., The Complete Reporter, 5th ed. (NY: Macmillan Publishing, 1985); Ronald Lovell, The Newspaper (Belmont, Calif: Wadsworth Publishing, 1980); Douglas A. Anderson and Bruce D. Utule, Contemporary News Reporting (NY: Random House, 1984); and George A. Hough, News Writing, 3rd ed. (Boston: Houghton Mifflin, 1984).

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